

USING SELF REGULATED LEARNING STRATEGIES TO FOSTER ADULT ESL
LEARNERS' VOCABULARY ACQUISITION

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Abstract

Vocabulary is one of the essential skills to develop when learning a second language. In adult learners, this skill's development might be affected by different factors, such as motivation, anxiety, and age. Accordingly, this project presents a workshop series to instruct adult ESL learners in using self-regulated learning strategies to foster their vocabulary acquisition skills. Zimmerman (2002) pointed out that self-regulated learners are proactive in their efforts to learn because they know their strengths and limitations. In addition, they are more likely to set goals and to adopt task-related strategies.

The workshop series is divided into five stages, within which adult ESL learners will acquire information about the benefits of self-regulation and how to apply self-regulated learning strategies to improve vocabulary. Each workshop corresponds to a specific self-regulation instruction stage, including contextualizing, modeling, customizing, supporting, and performing. Finally, the project also contains additional resources to support adult ESL teachers in the instruction of self-regulated learning strategies.

Dedication

I dedicate this project to God because his glory and love have supported me to finish this vital step in my life. This project is also dedicated to the loving memory of my mom Carmen Ayala who always motivated and inspired me to accomplish my goals in life. I also bestow this project to my dad Manuel Vargas and my brothers Manuel and Yesid, because they have always been there when I need them. Finally, I want to dedicate this project to my boyfriend, Thiago, who has braced and motivated me during this process.

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Chapter One: Introduction

Learning a second language is a long process. It takes time and effort from the learner to be able to communicate effectively in the second language. To domain the English language, learners need to understand its structure and context; vocabulary is an essential skill in second language acquisition. It is the number of words that learners can use when they need to communicate. According to Schmitt (2008), a large English vocabulary is necessary; 800-9000 words are required to read, and around 5000-6000 words for oral discourse. In other words, to be proficient in a language, a learner must memorize and understand that range of terms and use them appropriately. Consequently, a prosperous English learner needs to know how to handle this large vocabulary in the language's real use.

In adult learners, different factors influence their vocabulary acquisition skill, memory, and, consequently, their learning processes, such as motivation, life experiences, and age. Krashen, 1989 presented two hypotheses related to how vocabulary is learned. The implicit and the explicit hypothesis; implicit theory explained that we acquire language by understanding message language is subconsciously acquired" (p. 440); it means you are not conscious about what you acquired. It is evidence of what Chomsky called "tacit knowledge. On the other hand, explicit vocabulary theory pointed out that learners' acquisition of new vocabulary was facilitated by using metacognitive strategies, for example: identifying familiar words, inferring the meaning from the context, consulting with others, repetition of words, etc. Thus, learning new vocabulary under the constructs of the explicit theory requires knowledge of metacognition.

Oxford et al. (1990) said that teachers who use strategy training are more enthusiastic and become more oriented to their students' needs. From my experience teaching English to adult learners, I have realized that they struggle with learning vocabulary; sometimes, their L1 influences their output, so their vocabulary skills are affected by misspelling, incorrect meanings, or the incorrect use of the word context. As an ESL language instructor, my goal is to form effective language learners who can adapt to the context's needs and communicate successfully in English. After reflecting on this issue, I consider that metacognition and self-regulation are great resources that I can use to facilitate adult English' vocabulary acquisition.

It is not possible to talk about self-regulated learning without talking about metacognition. Watkins (2001) defined metacognition as 'awareness of thinking processes, and "executive control" of such processes' (p. 1). In other words, metacognition is the ability to monitor and control your learning process. Schunk (2008) described self-regulated learning as 'the process whereby students activate and sustain cognitions and behaviors systematically oriented toward attaining their learning goals' (p. 465). It means that through self-regulation strategies, learners can control emotions and behaviors while they are learning. Finally, self-regulated learning is the application of metacognition and self-regulation.

Zimmerman (2002) pointed out that self-regulated learners are "proactive in their efforts to learn because they are aware of their strengths and limitations and guided by personally set goals and task-related strategies" (p. 65). Learners who are conscious of their learning process and understand the importance of self-regulation apply learning principles, monitor their behavior in terms of their goals, and reflect on their growing effectiveness by promoting their motivation and improving their learning methods (Zimmerman,2002).

Considering that adult learners need to foster their vocabulary acquisition, I have decided to design a series of workshops that instruct adult ESL learners in implementing those strategies to improve their vocabulary acquisition skills. As a result, this project presents a self-regulated learning strategies workshop series that includes modeling guides in PowerPoint format. Additionally, it includes a hard copy where ESL adult learners can find Self-regulated learning strategies to foster their vocabulary acquisition.

These workshops' target audience comprises adult English learners with various proficiency levels and professional objectives. I followed the instructional steps proposed by Graham and Harris (1992) when determining the number of workshops. These researchers described a process of self-regulated learning instruction that covered five steps: discuss it, model it, make it your own, support it, and independent performance. After implementing the instructional sequence, the researchers believed that students would learn the strategies and use them automatically during their learning process. Thus, I have decided to design five workshop sessions following the authors' guidelines mentioned above.

This workshop series promotes using self-regulated learning strategies in English as a second language instruction as an educational resource that language instructors can use to support their ESL students in their academic outcomes. (Graham & Harris, 1992) suggested that better results can be expected by employing a self-regulated learning strategy model in teaching new vocabulary to ESL learners. I believe this workshop series will contribute to improving students' ability to acquire ESL vocabulary. Furthermore, it will be an educational contribution to ESL teachers in the USA and EFL teachers in Colombia who are willing to implement metacognition in their teaching practice

Chapter Two: Literature Review

This chapter will examine the literature related to self-regulated instruction, adult ESL learners, and vocabulary acquisition. First, it will provide definitions of self-regulated learning and self-regulated learning strategies. Then, it will introduce strategies for vocabulary acquisition. Finally, it will discuss how ESL learners acquire vocabulary.

Self-Regulated Learning

Self-regulated learning (SRL) is the mental process of managing thoughts, behaviors, and emotions to acquire information or skills (Zimmerman & Schunk, 2001). It is a conscious process, and it seeks to foster students' ability to learn after reflecting and implementing changes. SRL involves metacognition, motivation, and behavior control, which lead learners to manage skills such as goal setting, planning, learning strategies, self-monitoring, self-reflection, and implementing changes based on their reflections (Pintrich, 2002). SRL goes beyond individualized forms of learning and includes collective forms of learning, where seeking others' help is fundamental, and learners can benefit from social forms of learning (Zimmerman, 2002).

Though the SRL field has led to the development of different theoretical approaches that focus on various constructs (Boekaerts, 2010; Pintrich, 2002; Zimmerman & Schunk, 2001), there are three common assumptions students can self-regulate their learning. The first assumption is that self-regulated students can monitor reasoning, behavior, and motivation processes that rely on various factors, including individual differences and developing limitations. Pintrich (2002) also mentioned a second assumption that self-regulated learners

aggressively construct their own individual goals and meaning, resulting from both the learning context and their previous knowledge (Pintrich, 2002). This author stated that students are involved in the constructive learning process. It is then assumed that the students' behavior is goal-directed because self-regulation includes modifying behavior to achieve goals. Finally, it is assumed that self-regulatory behavior mediates the relationship between students' performance, context, and individual features. (Pintrich, 2002).

These assumptions provide the basis for most of the self-regulated learning theories. Critical theories have contributed to analyzing how students regulate their learning in the classroom. The self-regulation model contains three phases (Zimmerman, 2002). The first phase is forethought, where learners set up previous interest to learn, set goals, and plan steps for learning. The second phase is performance, where learners carry out self-learning strategies and reflect on their process; they also understand the personal implications of outcomes (Zimmerman). Zimmerman also added that learning occurs during the performance phase; however, it consciously happens because students have already set up learning goals. Finally, the third phase is the self-reflection phase, which allows learners to analyze whether they effectively achieved their learning goals (Zimmerman, 2002). If not, they can design a plan to do it; thus, they establish further learning efforts. The benefits of using metacognition in language learning are countless. Through these cyclical phases, students self-regulate their learning metacognitively, motivationally, and behaviorally (Zimmerman, 2002).

Butler and Winne (1995) suggested a similar self-regulation model called the Information Processing Theory (IPT), which includes four steps: understanding the task, setting a goal, enacting strategies, and metacognitively adapting to study. Buttler and Wine (1995) stated that students perceive the task based on its conditions during phase number one. Additionally, these

authors alleged that in step number two, students develop cognitive conditions. Students select and use strategies in the third phase (Butler & Wine, 1995).

Finally, in phase number four, Buttlar and Wine suggested that they contrast their language goals and current achievement. The IPT model assumes that SRL has a significant impact due to the feedback activities that help students adapt their planning or strategies (Butler & Winne, 1995). The IPT approach and Zimmerman's Model described how context affected self-regulated learning; both theories explained that students base their context on constructing their perception of their task. These theoretical norms regarding the status of the context and recognized observed relationships between SRL and learning outcomes have led to endorsements that classroom instruction should extend beyond factual knowledge (Winne, 2001).

Self-Regulated Learning Strategies

According to Zimmerman (2002), "self-regulated learners are proactive in their efforts to learn because they are aware of their strengths, limitations and guided personality; additionally, they set learning goals and task-related strategies" (p. 66). Self-regulated learners can monitor and set their own learning goals, monitor their behavior in terms of their goals, and self-reflect on their increasing effectiveness (Zimmerman, 2002).

Of equal importance, Harris et al. (2008) pointed out that self-regulation has a significant focus on current teaching approaches and environments. Harris et al. argued that self-regulated learners should consciously participate in their learning rather than relying only on teachers. Additionally, Harris et al. (2008) asserted that self-regulated learners persisted when completing tasks; they prevailed over problems and reacted appropriately to task performance outcomes (Harris et al., 2008).

Research has shown that SRLS instruction can positively affect ESL students' reading and writing performance. For instance, Huang and Newbern (2012) found that ESL adult students in an introductory literacy course could gain more reading practices through explicit metacognitive reading strategies and enhance their reading motivation. Additionally, Lam (2014) stated that students became more motivated and confident in the writing process by promoting self-efficacy strategies.

Lam (2014) found that students could adopt strategies like planning, revising, and editing in their writing process SRLS instruction. Finally, the author revealed that students who developed an awareness of both text structure and a better writer-reader relationship were more likely to produce high-quality texts than those who only engaged in the entrance writing examination (Lam, 2014). Lam's work concluded that the former group adopted appropriate coping strategies to make their written products more understandable.

Self-regulated learning strategies are essential in supporting second-language acquisition (Zimmerman, 2008). These strategies contribute to students' development of awareness and critical thinking. Self-regulated learning strategies also facilitate reflection and self-correction for English learners. According to Zimmerman, strategies like setting learning goals, selecting task-specific strategies, monitoring motivation, and adapting thinking based on feedback can help develop effective language learners. Consequently, instructors who use self-regulation strategies in class can better support their students in their learning process. (Zimmerman, 2008).

Lin et al. (2005) proposed that teachers who focus on their self-regulation skills can improve their teaching practice and adapt to new conditions in learning environments, contributing to students' performance. However, teachers should provide instruction on self-regulation strategies and autonomy if they want their students to become successful learners.

Delfino et al. (2010) pointed out that teachers could be considered self-regulated learners due to the constant changes in teaching policies and curriculum, requiring adaptation and innovation. Thus, teachers involved in self-regulation can better meet their educational context's goals, promote reflective thinking, and contribute to curriculum adaptation (Delfino et al., 2010). With adult ESL learners, SRLS contribute to their English learning process, improve their confidence, and reduce their anxiety when using the target language for different purposes.

Accordingly, Mischel and Ayduk (2002) stated that adult learners' self-regulation fosters self-esteem, educational achievement, stress management, and cognitive competence. Subsequently, adult learners can benefit from the attributes of SRLS in an intellectual and personal way. Furthermore, the self-regulated learning strategies instruction can help adult learners to focus more on their career goals and success (Mischel & Ayduk, 2002).

One of the essential goals in current adult ESL education is to help students become lifelong learners, independent and self-directed, who can learn and retain knowledge (Association of American Colleges and Universities, 2002, 2007; Wirth, 2008). According to Nilson and Zimmerman (2013), adult ESL learners usually take more time to apply self-regulation in their learning process because they were not trained in this field before. Turning adult ESL students into lifelong learners means providing them with skills to survive in the real world to provide solid learning skills that help them face realities in society when they finish their learning process (Nilson & Zimmerman, 2013).

Vocabulary Acquisition

Vocabulary is the number of words that a person can understand and effectively use in a language (Hornby, 1995). Hornby divided vocabulary into three categories; first, the number of

words that make up a language, second, all the words a person can know from a specific subject, and a list of words with their meaning. Similarly, Richards and Renandya (2002) asserted that vocabulary played a crucial part in learning a foreign language and language skills that can affect the students' speaking, listening, writing, and reading proficiency. Consequently, learning a foreign language vocabulary fosters the four language skills. (Richards & Renandya, 2002).

Nation (2013) suggested that language learners can identify and remember the lexical information from a word by following three processes: "noticing, retrieval and generative use" (p. 102). During the noticing process, learners attempt to understand the meaning of a word, and they have to be conscious of the word and identify it as a convenient language element (Ellis, 1991; Schmidt, 1990) detached from its ruling context rather than just "as a part of a message" (Nation, 2013, p.103). Consequently, learners need to separate the word from the context and focus on the word as a language item to be discovered (Schmitt, 1997). When learners realize they do not know something about a word, they will take steps to discover the information they want to know about it (Schmitt, 1997).

Retrieval is the second process to learn a word (Nation, 2013). Nation (2013) argued that learners could connect the new word and other words from their memory and choose the most appropriate context during this retrieval process. If a word is retrieved, the mental connection between word form and meaning is strengthened (Baddeley, 1990; Nation, 2013). In other words, language learners require to develop the ability to make decisions in their long-term memory to choose the adequate word according to the context.

The generative use phase focuses on using the previously learned words in a different context where the words were learned first (Nation, 2013). Nation (2013) stated that generative use permits learners to discover more contextual aspects of words' linguistic information, for

example, different meanings of a word and grammar structure; in this phase, language learners work on their word retention (Baddeley & Hitch, 2017). Consequently, language learners need to develop abilities to retain words and understanding when to use them according to the context (Nation, 2013).

Another essential author that discussed the relevance of vocabulary in ESL language learning was Yali (2010), who emphasized the worth of vocabulary to communication by stating that survival communication occurs when people string words together without applying grammatical rules. In this sense, (Yali, 2010) argued that vocabulary is one of the essential factors influencing people's communication. Thus, vocabulary is a crucial feature of language learning that should be given much attention in teaching ESL to improve students' vocabulary mastery (Yali, 2010).

Vocabulary Teaching and Learning

Several types of research have explored vocabulary teaching and vocabulary learning strategies. For instance, Al-Darayseh (2014) studied a mixture of both vocabulary teaching strategies on emerging ESL learners' vocabulary size and their reading. Al-Darayseh (2014) exposed that the combination of explicit and implicit vocabulary strategies effectively increased students' vocabulary size and reading skills.

Alternative research related to vocabulary learning in second language acquisition was developed by Smith (2007), who analyzed vocabulary teaching and learning perspectives. Smith suggested that it is necessary to consider the learners and their contexts to introduce learners to vocabulary learning strategies. Among the perspectives that Smith analyzed, he highlighted that

learners need to cooperate in the vocabulary strategy learning because they are the essential elements in this process.

In contrast, the research carried out by O'Malley and Chamot (1990) evidenced that students who did not participate during vocabulary learning strategies instruction barely learned words in comparison to the students to put into practice their rote repetition approach. Smith (2007) also asserted that it is important to consider students' mother tongue and culture in the vocabulary teaching perspectives, their motivation for learning a second language, and the text being used. For Smith, the context and desire to learn are factors that benefit the instruction in vocabulary learning strategies

Vocabulary Learning and Teaching Strategies

Dakun (2000) stated that vocabulary learning and teaching could be divided into implicit and explicit strategies. Dukuns' research suggested that Language teachers incorporate them into the language classroom; however, not many are sure how to do it (Read, 2004). Vocabulary learning and teaching research focused on these being learned implicitly and explicitly and taught incidentally or intentionally (Dakun, 2000).

Implicit and explicit vocabulary learning strategies.

Implicit learning is the "acquisition of knowledge around the underlying structure of a complex stimulus environment by a process that occurs naturally, simply and without conscious operation. In contrast, explicit learning is a "more conscious operation where the individual makes and tests hypotheses in a search for structure" (Ellis, 1994, p.3). In regards to vocabulary learning. For example, Ellis believed that English phonetics features and articulation of words

correspond to implicit learning, as learners are exposed to input and practice. In contrast, the meaning of words is a product of learners' effort to remember; it implies consciousness and metacognition to connect the meaning and form of the words (Ellis, 1994).

Incidental vocabulary learning strategies.

According to Newton (2013), incidental vocabulary learning is an effective way of learning from context. It motivates learners to read because it promotes deeper mental processing and better retention. Harmer (2003) defined extensive reading as an enjoyable situation where a teacher can encourage students to select what they want to read from reading materials at a level they can understand. Additionally, Harmer (2003) stated that while reading, the learners are fully involved in decoding the meaning using the text's clues. That is to say that while students read for pleasure, they develop the capacity to infer the meaning of words through context (Harmer, 2003).

Intentional vocabulary learning strategies.

Intentional vocabulary learning strategies are the deliberate steps that learners and teachers follow to generate word meanings (Blachowicz et al., 2006). They proposed that learners should be actively involved in the learning process of word meanings rather than being passive learners. Blachowicz et al. (2006) also argued that prior knowledge is significant for building new vocabulary. Additionally, these authors stated that instruction should provide word definitions and context information to facilitate the multiple exposures and opportunities to use them in different contexts.

Metacognitive strategies in vocabulary learning.

Mizumoto and Takeuchi (2009) divided metacognitive strategies used in vocabulary learning as follows: a conscious preview of new vocabulary, learning ways of expanding vocabulary, vocabulary target-situating, allocating time for vocabulary learning, applying of newly learned vocabulary, testing new words, and, finally aiming to remember a certain number of words. These researchers found that the explicit teaching of metacognitive strategies leads to significant vocabulary learning.

During their research, Mizumoto and Takeuchi (2009) exposed that some learners gained awareness of the applicability strategies after explicit strategy instruction; additionally, students were more effective in using association strategies after being taught vocabulary learning strategies. Mizumoto and Takeuchi (2009) also asserted that even though the explicit way of teaching vocabulary intentionally can draw learners' attention to the process of word learning, it requires the teacher's active role in imparting this knowledge of vocabulary learning strategies in regular classroom instruction. Students who receive explicit instruction of words through meaningful context define words better and define words more quickly (Brett et al., 1996).

Vocabulary Acquisition in ESL learners

Lee (2003) researched on explicit vocabulary instruction effects on ESL learners. According to Lee, vocabulary acquisition in ESL learners who recognize more vocabulary words perform better in writing. This study also demonstrated that learners exposed to explicit vocabulary instruction strategies could expand their active-controlled vocabulary.

When students learn words through reading, they can increase the word context and understand their meanings in different situations. Lee also stated that ESL teachers need to focus on

vocabulary to get accustomed to thinking of vocabulary as part of the ESL learning process. Lee (2003) suggested that teachers can use writing frames to help their learners focus on vocabulary learning. Lees' work contributed to finding out the importance of helping learners remember vocabulary; thus, teachers can act as a vocabulary resource that introduces learners with no new words and definitions using different contexts that support their vocabulary learning and use.

Lee (2003) also asserted that teachers need to provide students with significant resources to acquire new vocabulary. Lee argued that students would efficiently learn and retain words if they can practice in context and with real-life experiences. Additionally, Lee (2003) highlighted teachers' significance as a trustful resource of learning vocabulary for students; thus, instructors' role is also a trustful resource.

Chapter Three: Project Design

This chapter explains the rationale behind creating a workshop series to instruct adult ESL students in self-regulated learning strategies to gain English vocabulary. Self-regulated learning uses general models of regulation and self-regulation to address learning issues, especially in academic learning (Oxford & Amerstorfer, 2019). Several researchers discussed the different self-regulated learning models (Butler & Winne, 1995; Pintrich, 2002; Zimmerman & Schunk, 2001). Those models shared some general characteristics that are highly represented in Graham and Harris' (1992) model. This workshop series is designed to support adult ESL learners by employing a self-regulated learning strategy model to learn new vocabulary under Graham and Harris (1992) constructs. The workshops will also encourage students to reflect on their learning process and improve their English language skills.

ESL learners have some learning limitations and have some challenges in practicing the language in context; extra importance needs to be focused on learning strategies in the classroom (Ghazal, 2001). This means that it is essential to instruct ESL learners by using self-regulated learning strategies to help them be successful in their English vocabulary acquisition. Research on vocabulary instruction (Lin & Hsu, 2013; Riswanto & Prandika, 2012) showed that ESL students indirectly learn most of their vocabulary by engaging in daily conversations.

Additionally, Lin and Hsu (2013) argued that vocabulary has to be directly taught by introducing specific words according to the lesson's topic and providing active engagement opportunities with new words. In other words, to improve their vocabulary, ESL learners need to understand the meaning of new words and use them in context. It also encompasses teachers'

guidance on how to use a variety of strategies to learn new vocabulary. Self-regulated learning strategies help learners better understand what they need to do to find out the meaning of new words, retain them in their long-term memory, and recall them when they need to use them in language production. (D'Antoni et al., 2010).

The self-regulated learning instruction model proposed by Graham and Harris (1992) is divided into five steps: discuss it, model it, make it your own, support it, and independent performance. These researchers alleged that after implementing the instructional sequence suggested, students would learn the strategies and use them automatically during their learning process (Graham & Harris, 1992). Consequently, I will design a series of five workshops following Graham and Harris (1992) model to instruct adult ESL learners in using Self-regulated learning strategies to help them acquire English vocabulary.

Workshop Number One: Contextualization Workshop

The first workshop will correspond to the first step from the Graham and Harris (1992) model. During this phase, the workshop leader will prepare the learning setting or context and lead them to understand the meaning of self-regulated learning strategies. This workshop will present self-regulated learning definitions and will include the self-regulated learning strategies list to analyze and select the ones they prefer. After this Contextualization Workshop, it is expected that learners can understand the meaning of self-regulation and the contributions of implementing self-regulated learning strategies in their daily English learning activities.

Workshop Number Two: Modeling Workshop

The second workshop instructs adult ESL students in self-regulated learning strategies and gives them examples of SRLS by modeling students to realize their application in an academic context. The workshop leader will model strategies like self-talk, think aloud, and self-instruction. By the end of this modeling session, it is expected that students will reflect on their reasons for learning English and start thinking about implementing the strategies in their learning process.

Workshop Number Three: Customizing Workshop

Graham and Harris (1992) suggested that during this third phase, they called it Make it Your Own; the workshop instructor will use mnemonics to facilitate learners' recall of the learning strategies, customize them, and make them acronyms or shortened words. Students will use the self-regulated learning strategies they better manage; they will apply their knowledge to acquire vocabulary. This workshop's outcome will allow students to identify the effect of the strategies on their learning. Students will experience the impact of self-regulation in their learning process and suggest more strategies that they believe will help facilitate their vocabulary learning process.

Workshop Number Four: Supporting Workshop

During workshop number four, it is required; that the workshop leader does more modeling than in the previous workshops and allows the students to practice their strategies and have completed their independent self -statements. The workshop leader will offer direct help,

prompts, fruitful feedback, and reinforcement to support this strategy. It is expected that learners achieve their purposes and observe their use of the strategy after this session.

Workshop Number Five: Performing Workshop

Graham and Harris (1992) proposed a final step to instruct self-regulated learning strategies that learners have plenty of activities that require them to use the strategies by completing different tasks independently. This final workshop is called Performing because learners will have the opportunity to demonstrate which strategies they feel more comfortable with and reflect upon their application.

As a final phase during those workshop series, the workshop leader will allow students to analyze their process from the beginning to the end of the phases and provide feedback to every student who participated in the workshop series. Learners must participate actively and evidence a desire to learn English during the construction of self-regulated learning workshops.

Chapter Four: Workshop Series

This chapter will describe the five workshops' content to instruct adult ESL learners in self-regulated learning strategies to foster their vocabulary acquisition. PowerPoint presentations will support the workshop series content and activity delivery (see Appendix A: Slides). It will be divided into five stages: Contextualizing, Modeling, Customizing, Supporting, and Performing. It is essential to highlight that the SRLS instruction model proposed by Graham and Harris (1992) worked as an inspiration for this workshop series; however, the cycle is shown in Figure 4.1, and the workshop content is the author's self-creation.

This workshop series strives to create awareness of the contributions of SRLS in adult ESL learners' academic success. It is projected that participants will be able to identify strategies that contribute to their vocabulary acquisition process. Additionally, this workshop series guides language instructors to implement metacognition and self-regulation during their lesson instruction.

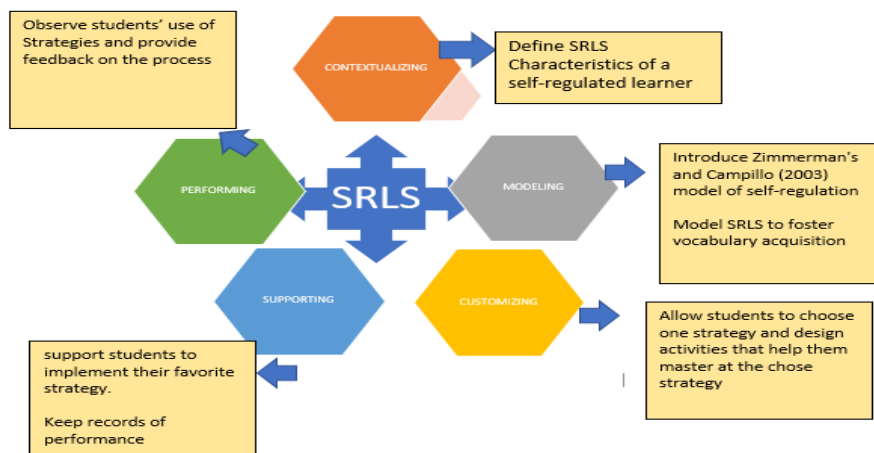


Figure 4.1. SRLS Workshop Series Model to Foster Adult ESL Vocabulary Acquisition

Workshop One: Contextualization Workshop

This workshop introduces adult ESL learners to the definition of self-regulated learning strategies and the advantages of implementing them during their academic life. It is delivered using PowerPoint slides as a technology resource. Additionally, it provides a Cornell Notes handout for students to take notes on information from this workshop.

To start, the workshop leader will ask students five questions to determine the previous knowledge that they have about self-regulated learning strategies. Adult ESL students will have three minutes to think about their answers, and then they will share their thoughts with a classmate. After they socialize their thoughts, the instructor will ask volunteers to socialize their views to the workshop attendants. (Figure 4.2. See also Appendix A, Slide # 2).

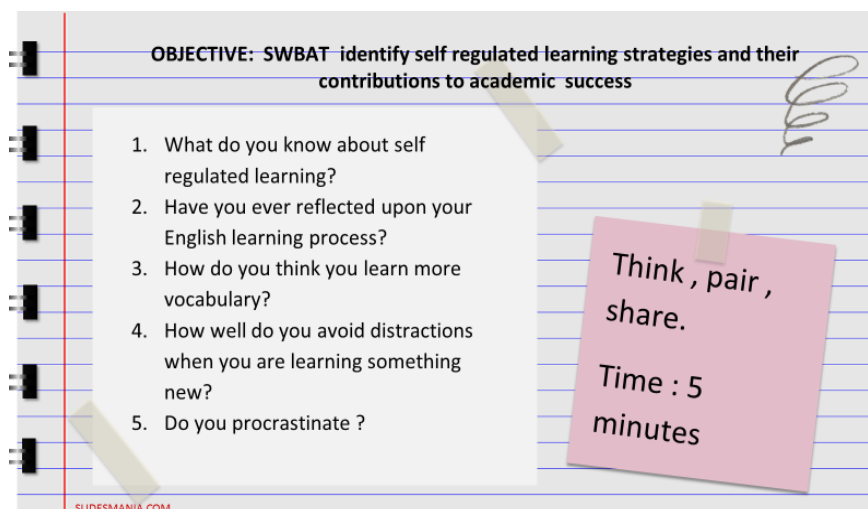


Figure 4.2 Previous knowledge about SRLS.

Throughout this first step, the workshop leader can identify participants' previous knowledge about self-regulated learning. After asking these questions to students, the workshop leader allows time to discuss ideas and socialize them. It is essential to highlight the most

common responses to get a general idea of their previous knowledge regarding self-regulated learning strategies.

Afterward, the workshop leader introduces the concept of strategies. The leader will use an analogy comparing strategies to a ladder because ladders help people get to a point step by step. This equivalence will open students' minds to analyze what a strategy is and its function in language learning (Figure 4.3. See also Appendix A, Slide # 3).

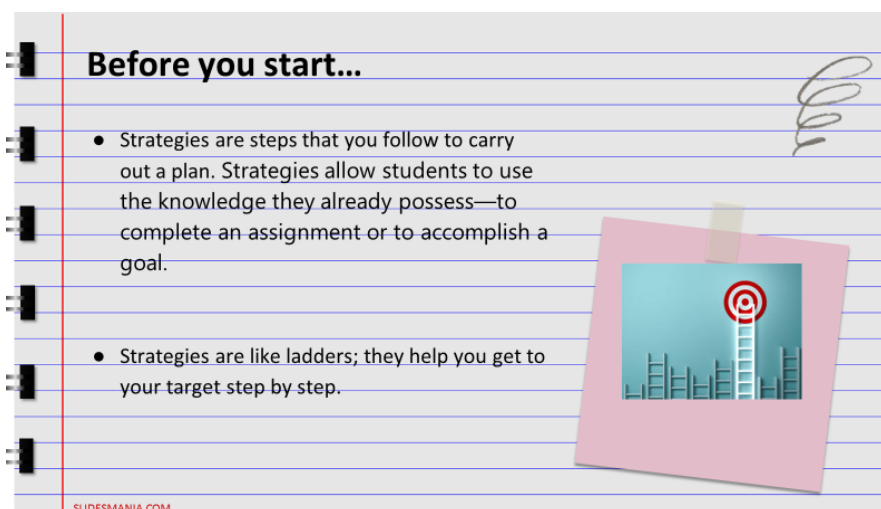



Figure 4.3. Definition of Strategy.

The next step in Workshop One presents the definition of self-regulation proposed by Zimmerman (2000), which explained that self-regulation refers to self-generated thoughts, feelings, and behaviors oriented toward attaining a goal (Figure 4.4. See also Appendix A, Slide 4) After that; the presenter explains the SRLS model suggested by Zimmerman and Campillo (2003) which is divided into three stages: the forethought, the performance, and the self-reflection phase (Figure 4.5. See also Appendix A, Slide # 5).


SELF REGULATED LEARNING STRATEGIES ARE:

Self-regulation refers to self-generated thoughts, feelings, and behaviors that are oriented to attaining goal. (Zimmerman, 2000)




In other words:

Self regulated learning strategies are short term or long term plans to achieve a learning goal. In this case, to learn English vocabulary



self regulated learners can control their behaviors and affect to improve their academic learning and performance (Pintrich, 1995).

Self regulated learners are familiar and know how to apply a series of cognitive strategies (rehearsal, elaboration, organization) which help them to attend to, transform, organize, elaborate, and recover information (Winne, 1995; Zimmerman, 2001).



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Figure 4.4. Defining Self-Regulated Learning Strategies.

What can you do to self regulate your vocabulary learning?		
Forethought phase	Performance phase	Self reflection phase
Task analysis Setting goals Strategic planning Self motivation and believes Self –efficacy Outcome expectations	SELF CONTROL Imagery Self instruction Attention focusing Task strategies SELF OBSERVATION Self recording Self observation	SELF JUDEMENT Self evaluation Casual attribution SELF REACTION Self satisfaction adaptive
Adapted from Zimmerman and Campillo,(2003)		

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Figure 4.5 Steps in Self-Regulated Learning Strategies. Adapted from Zimmerman and Campillo (2003)

The forethought stage will start by asking students to formulate their goals related to vocabulary acquisition (Figure 4.6. See also Appendix A, Slide #6). Additionally, it will present questions to measure learners' motivation to learn English (Figure 4.7. See also Appendix A,

Slide 7). Zimmerman's and Campillo's model will guide participants to identify strategies for self-regulation. It will also provide examples of strategies that adult ESL learners can use to self-regulate (imagery, self-instruction, attention focusing, task strategies, and self-observation). Each strategy will offer an example of an activity to carry out (Figure 4.8. See also Appendix A, Slide 8). This part of the workshop will also include a self-regulated learners' description, which will help workshop participants self-evaluate and identify their regulation skills

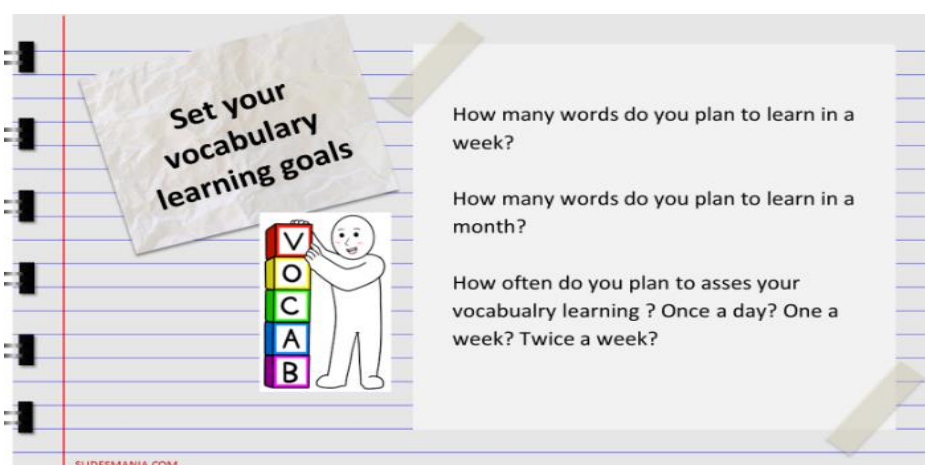


Figure 4.6 Set your Vocabulary Learning Goals, Forethought Stage.

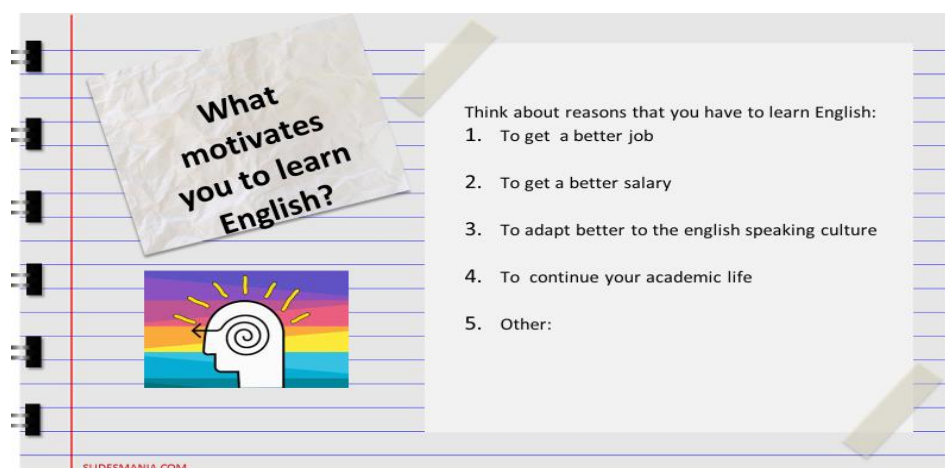


Figure 4.7. What motivates you to learn? Forethought Stage.

During the performance phase, the workshop leader will provide definitions and examples of self-regulated learning strategies to acquire vocabulary (see Appendix A, slide 8). The workshop leader will have the opportunity to explain each of the self-regulated learning strategies and provide examples of activities that learners can perform to carry out those strategies in their English vocabulary acquisition process.

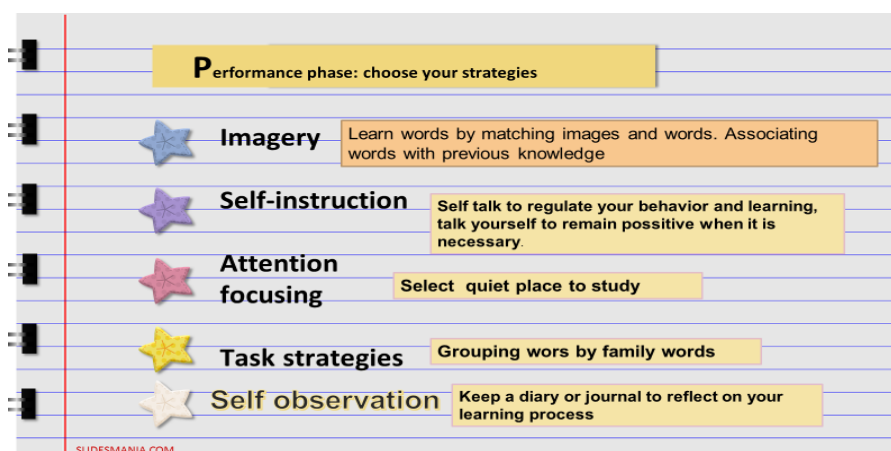



Figure 4.8. Performance Phase.

The final stage in Zimmerman and Campillo (2003) is the self-reflection phase. In this step, the workshop leader will guide participants in writing a reflective journal to record their behavior, performance, and goal achievements. Furthermore, the workshop leader will explain the importance of reflecting on their process because it will allow learners to analyze their strengths and weaknesses during their vocabulary acquisition (Figure 4.9. See also Appendix A, Slide 9). This reflection phase is essential in self-regulation because it allows students to think about their process and identify the effects of SRLS in their vocabulary acquisition.

Self reflection phase

Keep track of your goals achievement

1. Answer the following questions in your self reflection journal:
2. What strategies did you use to learn vocabulary?
3. What were your initial goals in vocabulary learning?
4. To what extent did you achieve your goals?
5. What went well during the vocabulary learning?
6. What went wrong?
7. How do you think you can improve?



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Figure 4.9 Self Reflection Phase.

Finally, workshop number one concludes with a reflection strategy called K.W. L chart. Participants will write one thing they know, one thing they want to know, and one thing they learned about self-regulated learning strategies (Figure 4.10. See also Appendix A, Slide 10). Additionally, the workshop leader will provide a Cornell Notes handout where students can take notes and summarize information from Workshop Number One (Figure 4.11. See also Appendix A. Slide 11)

Exit ticket

K-W-L Chart

Topic: _____

What I Know	What I Want to know	What I Learned

TOPIC: SELF REGULATED LEARNING STRATEGIES

THINK ABOUT ONE THING YOU KNOW, ONE THING YOU WANT TO KNOW AND ONE THING YOU LEARNED ABOUT SELF-REGULATED LEARNING STRATEGIES

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Figure 4.10. KWL Chart.

Finally, the workshop provides suggestions on using the strategy to foster vocabulary acquisition (Figure 4.13. See also Appendix B, slide 3). Due to this workshop's length, I will provide a sample to explain imagery strategy, which is defined as the process of creating sensory images as activated memories (Stockdale & Possin, 2001). After Workshop number Two, it is expected that adult learners identify the strategies that they feel more comfortable with and think about possible activities to practice on them.

How to use imagery to Foster vocabulary acquisition?

It will help you to learn adjectives and their order in English

- Identify the adjectives
- Find synonyms
- Take notes
- Get help from your dictionary or your teacher to understand the content

In *The Prince and the Pauper*, Mark Twain **paints a word picture** of King Henry VIII using descriptive language: Before him, at a little distance, reclined a very large and very fat man, with a wide, pulpy face, and a stern expression. His large head was very grey; and his whiskers, which he wore only around his face, like a frame, were grey also. His clothing was of rich stuff, but old, and slightly frayed in places. One of his swollen legs had a pillow under it, and was wrapped in bandages. This stern-countenanced invalid was the dread Henry VIII.

<https://writeshop.com/how-to-describe-person-homeschool>

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Figure 4.13. How to Use Imagery to Foster Vocabulary Acquisition?

To finish Workshop Two, the presenter allows students to think about which strategy they feel more comfortable with and why; they can write their answers on a paper and turn it into the workshop leader. It is necessary to make sure that adult learners feel comfortable with at least one or two strategies because they will perform different activities to learn vocabulary based on their chosen strategies.

The presenter needs to observe and track students' performance during this modeling stage because it allows the instructor to determine if they followed the steps to handle their chosen strategy. To keep track of students' performance during modeling instruction, the

workshop leader can use a teacher journal to record their voice narrating what they observed or make notes on their daily agendas.

Workshop Three: Customizing Workshop

The third stage in this workshop series allows adult ESL learners to adopt one self-regulated learning strategy (imagery, self-instruction, attention focusing, and task strategies). The workshop leader can suggest activities for each strategy; however, in this stage of instruction, the students might suggest activities that deal with each strategy (Table 4.1)

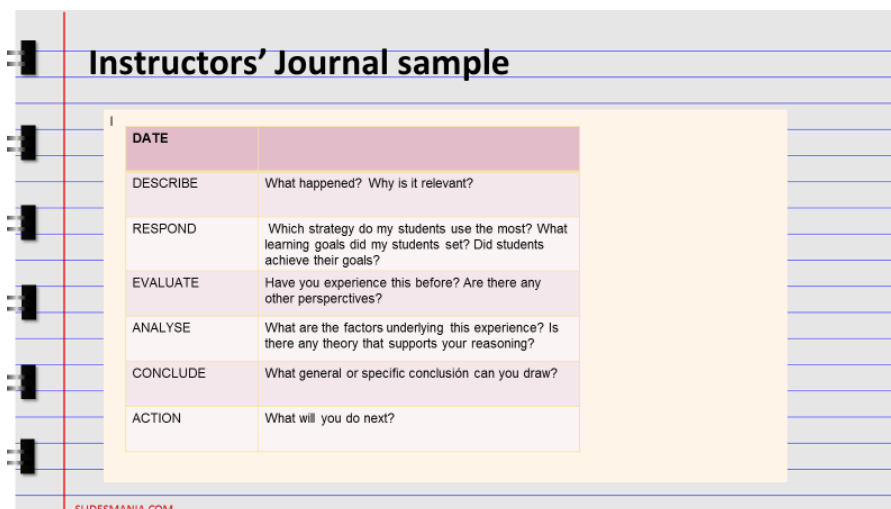
Self-Regulated Learning Strategies and Activities				
Imagery	Self - instruction	Attention Focusing	Task Strategies	Self-Observation
Learn adjectives with your five senses	Use websites to learn English	Find a quiet place to study.	Set a short-term learning goal	What are your goals in learning vocabulary?
Read poetry	Watch YouTube English lessons	Set your area	Focus on high importance activities	Did you achieve your goals in the time that you set?

Listen to romantic songs	Read newspapers in English	Make sure that you got all your supplies to study	Reduce procrastination	Write a journal reflecting on your goal
Practice using flashcards and use pictures	Read and listen to story tales in English	Set a learning environment	Review your tasks daily	Evaluate what activities were useful and which ones were not

Table 4.1. List of Activities According to SRLS Strategies.

Workshop Four: Supporting Workshop

During this workshop, the presenter observes and helps students during their strategy's implementation. This workshop will allow the workshop leader to reflect and keep track of its strategies. The workshop leader can use a reflection journal to set questions like: Which strategy do my students use the most? What learning goals did my students set? Did students achieve their goals? The journal is a great activity that helps learners and instructors to reflect and evaluate their learning process (Figure 4.14. See also, Appendix C, Slide 2)



The image shows a sample form for an Instructors' Journal, designed to look like a spiral-bound notebook. The form is titled "Instructors' Journal sample" and contains a table with seven rows for journaling. The first row is a header with a pink background. The subsequent rows have a light yellow background. The table is set against a background of horizontal blue lines, with a red vertical line on the left side.

DATE	
DESCRIBE	What happened? Why is it relevant?
RESPOND	Which strategy do my students use the most? What learning goals did my students set? Did students achieve their goals?
EVALUATE	Have you experience this before? Are there any other perspectives?
ANALYSE	What are the factors underlying this experience? Is there any theory that supports your reasoning?
CONCLUDE	What general or specific conclusion can you draw?
ACTION	What will you do next?

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Figure 4.14. Instructor's Journal Sample. Adapted from Ryan and Ryan (2012)

Cognitive load theory highlighted that journal writing is especially promising to facilitate self-regulated learning because it inspires writers to express their thoughts on paper or a computer screen. Additionally, expressing one's thoughts in a written text preserves them, allows the writer to reread them, and further develops them (Klein,1999). Consequently, the expressed thoughts may act as feedback for the writer to activate associatory processes and facilitate ideas' production.

Workshop Five: Performance Workshop

The final step in this workshop series will be the performance workshop. During this workshop, learners will have the control to implement the activities for their chosen strategy; however, the workshop leader will support their strategy use all the time. To finally assess their performance, adult ESL learners self-assess their performance during the SRLS cycle. Self-assessment derives its theoretical justification from some well-established principles of second language acquisition. The principle of autonomy stands out as one

of the primary foundation stones of successful learning. Intrinsic motivation is at the top of successful language skills acquisition (Brown,2004). According to Brown, self-assessment has six alternative forms (portfolios, journals, conferences, interviews, observations, and peer-assessment) for language skills assessment. In this case, the workshop leader can suggest that learners use any of the six alternatives mentioned above to self-evaluate their strategies to learn vocabulary. (Figure 4.15, see also Appendix D, Slide 2)

4RS Students' Reflective Journal		
Level	Stage	Questions to get you started
1	Reporting and Responding	Report what happened or what the issue or incident involved. Why is it relevant? Respond to the incident or issue by making observations, expressing your opinion, or asking questions.
2	Relating	Relate or make a connection between the incident or issue and your own skills, professional experience, or discipline knowledge. Have I seen this before? Were the conditions the same or different? Do I have the skills and knowledge to deal with this? Explain.
3	Reasoning	Highlight in detail significant factors underlying the incident or issue. Explain and show why they are important to an understanding of the incident or issue. Refer to relevant theory and literature to support your reasoning. Consider different perspectives. How would a knowledgeable person perceive/handle this? What are the ethics involved?
4	Reconstructing	Reframe or reconstruct future practice or professional understanding. How would I deal with this next time? What might work and why? Are there different options? What might happen if...? Are my ideas supported by theory? Can I make changes to benefit others?

Figure 4.15. 4 Rs Students' Reflective Journal. Adapted from Bain et al. (1990).

Chapter Five: Conclusions

Self-regulated learning strategies are practical steps that ESL learners can follow to become independent learners and succeed in their academic lives. It was not until I learned about metacognition that I realized the importance of learning how to learn. If my experience learning about self-regulation and metacognition helped me improve my attention and supported my English learning process, it would help other adult ESL learners overcome their difficulties in learning a second language.

The process of learning a second language is long, and sometimes it might be frustrating. However, one of the essential tasks for language instructors is to support students in finding their path in learning and guiding them in their language acquisition process. I hope that this workshop series will guide English language instructors in facilitating learners' strategies and becoming aware of the importance of setting goals and reflecting on their learning.

This workshop series was designed while thinking of the opportunities to provide better support to our learners. In my opinion, the most outstanding feature of SRLS is that they apply to any context. Learning how to self-regulate helps people avoid procrastination, which is one of the most severe problems learners face because there are plenty of distractions in their learning contexts. Self-regulation helps people to set long term or short-term goals; it also allows people to understand how to manage their time, reflect upon their process, and make changes, if necessary. Consequently, self-regulated learning strategies promote understanding of how learning happens and how people can help achieve their goals.

While learning English as a second language, I came to understand that becoming an independent learner is not an easy task. In Colombia, where I am from, the teaching policies are designed to focus more time to provide a high amount of input, less time for a group practice or critical thinking, and lesser or no time for reflection or independent practice. Accordingly, I would like to implement this workshop series in my Colombian teaching context and observe the effects of instructing adult English learners in self-regulated learning strategies to foster their vocabulary acquisition. I am aware that it will take time, but I consider it worth it.

I think this workshop series will contribute pedagogically to ESL and EFL language instructors' work because it considers the importance of learners and provides an environment of reflection and action planning for teachers and students. Additionally, if self-regulation is included in students' daily learning environment, they will apply the principles easier and get better results in their academic performance.

As part of my reflection on this project design, I consider it useful during a P.D. for language instructors because it will guide them in instructing English learners in self-regulation to improve their language skills. One thing that I believe can be done to improve this workshop series could be the delivery format. I feel confident that if a teacher wants to follow this workshop series step by step, they can create blogs narrating their experiences; they can also record some sessions in which they instruct students on using any of the strategies.

This workshop series is an opportunity for learners to understand how to learn better and faster. It is also an excellent chance for language policymakers to include self-regulation instruction in all subjects, not only languages but also math or science.

Appendix A: Workshop One Slides

OBJECTIVE: SWBAT identify self regulated learning strategies and their contributions to academic success

1. What do you know about self regulated learning?
2. Have you ever reflected upon your English learning process?
3. How do you think you learn more vocabulary?
4. How well do you avoid distractions when you are learning something new?
5. Do you procrastinate ?

Think , pair , share.
Time : 5 minutes

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Slide #2

Before you start...


- Strategies are steps that you follow to carry out a plan. Strategies allow students to use the knowledge they already possess—to complete an assignment or to accomplish a goal.
- Strategies are like ladders; they help you get to your target step by step.


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Slide # 3

SELF REGULATED LEARNING STRATEGIES ARE:

Self-regulation refers to self-generated thoughts, feelings, and behaviors that are oriented to attaining goal. (Zimmerman, 2000)






In other words:

Self regulated learning strategies are short term or long term plans to achieve a learning goal. In this case, to learn English vocabulary

self regulated learners can control their behaviors and affect to improve their academic learning and performance (Pintrich, 1995).

Self regulated learners are familiar and know how to apply a series of cognitive strategies (rehearsal, elaboration, organization) which help them to attend to, transform, organize, elaborate, and recover information (Winne, 1995; Zimmerman, 2001).



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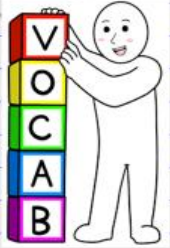
Slide#4

What can you do to self regulate your vocabulary learning?		
Forethought phase	Performance phase	Self reflection phase
Task analysis Setting goals Strategic planning Self motivation and believes Self –efficacy Outcome expectations	SELF CONTROL Imagery Self instruction Attention focusing Task strategies SELF OBSERVATION Self recording Self observation	SELF JUDEMENT Self evaluation Casual attribution SELF REACTION Self satisfaction adaptive
Adapted from Zimmerman and Campillo,(2003)		

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Slide #5

Set your vocabulary learning goals



How many words do you plan to learn in a week?


How many words do you plan to learn in a month?

How often do you plan to assess your vocabulary learning? Once a day? Once a week? Twice a week?

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Slide # 6

What motivates you to learn English?








Think about reasons that you have to learn English:

1. To get a better job
2. To get a better salary
3. To adapt better to the English speaking culture
4. To continue your academic life
5. Other:

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Slide #7

Performance phase: choose your strategies

	Imagery	Learn words by matching images and words. Associating words with previous knowledge
	Self-instruction	Self talk to regulate your behavior and learning, talk yourself to remain positive when it is necessary.
	Attention focusing	Select quiet place to study
	Task strategies	Grouping words by family words
	Self observation	Keep a diary or journal to reflect on your learning process



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Slide # 8

Self reflection phase

Keep track of your goals achievement

1. Answer the following questions in your self reflection journal:
2. What strategies did you use to learn vocabulary?
3. What were your initial goals in vocabulary learning
4. To what extent did you achieve your goals?
5. What went well during the vocabulary learning?
6. What went wrong?
7. How do you think you can improve?

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Slide # 9

Exit ticket

K-W-L Chart

Topic: _____

What I Know	What I Want to know	What I Learned

TOPIC: SELF REGULATED LEARNING STRATEGIES

THINK ABOUT ONE THING YOU KNOW, ONE THING YOU WANT TO KNOW AND ONE THING YOU LEARNED ABOUT SELF-REGULATED LEARNING STRATEGIES

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Slide # 10

Cornell Notes Handout

**CORNELL
NOTES
SHEET**

Name: _____

Class: _____ Topic: _____

Date: ____/____/____

Period: _____

QUESTIONS

NOTES

SUMMARY: Write 4 or more sentences describing specific learning from these notes.


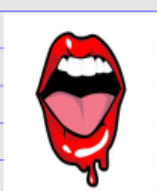



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Slide # 11

Appendix B. Workshop Two Slides

Imagery strategy

it consists on using figurative language to build a situation in your mind using your five senses.



The car squeaked every time I hit a bump in the road

The sweet smell of freshly naked apple filled the air

The tiny red ant climbed up the broken twig

One bite of sour lemon caused my lips to pucker

The Sharp Edge of the paper cut y finger.

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Slide # 2

How to use imagery to Foster vocabulary acquisition?

It will help you to learn adjectives and their order in English

Identify the adjectives

Find sinonyms

Take notes

Get help from your dictionary or your teacher to understand the content

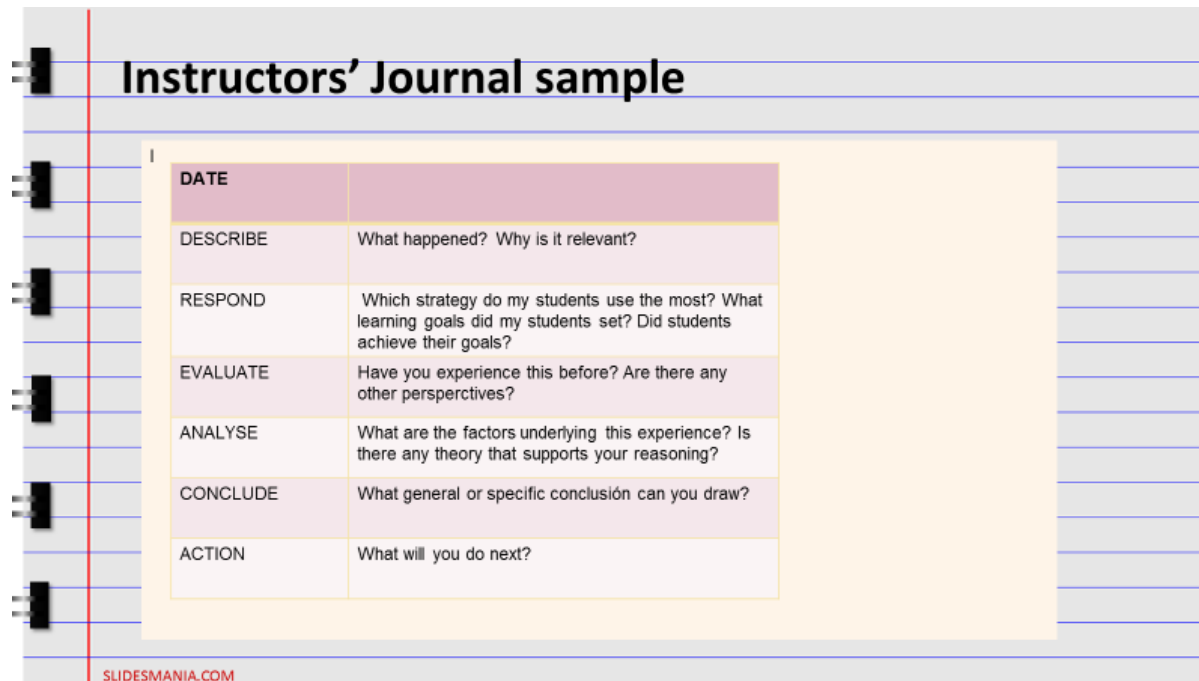
In *The Prince and the Pauper*, Mark Twain **paints a word picture** of King Henry VIII using descriptive language: Before him, at a little distance, reclined a very large and very fat man, with a wide, pulpy face, and a stern expression. His large head was very grey; and his whiskers, which he wore only around his face, like a frame, were grey also. His clothing was of rich stuff, but old, and slightly frayed in places. One of his swollen legs had a pillow under it, and was wrapped in bandages. This stern-countenanced invalid was the dread Henry VIII.

<https://writeshop.com/how-to-describe-person-homeschoo>

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Slide # 3

Appendix C: Workshop Four Slides



Instructors' Journal sample

DATE	
DESCRIBE	What happened? Why is it relevant?
RESPOND	Which strategy do my students use the most? What learning goals did my students set? Did students achieve their goals?
EVALUATE	Have you experience this before? Are there any other perspectives?
ANALYSE	What are the factors underlying this experience? Is there any theory that supports your reasoning?
CONCLUDE	What general or specific conclusion can you draw?
ACTION	What will you do next?

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Slide # 2

Appendix D: Workshop Number Five Slides

4RS Students' Reflective Journal

Level	Stage	Questions to get you started
1	Reporting and Responding	Report what happened or what the issue or incident involved. Why is it relevant? Respond to the incident or issue by making observations, expressing your opinion, or asking questions.
2	Relating	Relate or make a connection between the incident or issue and your own skills, professional experience, or discipline knowledge. Have I seen this before? Were the conditions the same or different? Do I have the skills and knowledge to deal with this? Explain.
3	Reasoning	Highlight in detail significant factors underlying the incident or issue. Explain and show why they are important to an understanding of the incident or issue. Refer to relevant theory and literature to support your reasoning. Consider different perspectives. How would a knowledgeable person perceive/handle this? What are the ethics involved?
4	Reconstructing	Reframe or reconstruct future practice or professional understanding. How would I deal with this next time? What might work and why? Are there different options? What might happen if...? Are my ideas supported by theory? Can I make changes to benefit others?

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Slide # 2

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